DOCUMENT RESUME

ED 136 128 CG 011 162

AUTHOR Ramsey, G. Ross; Barnes, Lesley
TITLE Drugs, Society and Personal Choice: A Summer School for Teachers.
PUB DATE May 76
NOTE 68p.; Paper presented at the Annual Convention of the Canadian Guidance and Counseling Association (Halifax, Nova Scotia, May, 1976)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Alcohol Education; Change Strategies; *Course Descriptions; Curriculum Evaluation; Drug Abuse; *Drug Education; Outreach Programs; *Prevention; *Summer Programs; *Teacher Workshops; *Training Objectives
IDENTIFIERS *Nova Scotia

ABSTRACT

The paper is designed to familiarize the reader with the historical development, planning, implementation and evaluation components of a drug information course offered to teachers in Nova Scotia. The paper presents the course plan, highlights of previous summer school experiences, and anticipated further directions. (Author/MML)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED136128

DRUGS, SOCIETY AND PERSONAL CHOICE:

A SUMMER SCHOOL FOR TEACHERS

Paper Presented To The

Canadian Guidance and Counselling Association

Halifax May 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by

G. Ross Ramsey, B.A., M.S.W.
Lesley Barnes, M.Sc.

Nova Scotia Commission on Drug Dependency

CG011162

ABSTRACT

The following paper is designed to familiarize the reader with the historical development, planning, implementation and evaluation components of a drug information course offered to teachers in Nova Scotia. The course, entitled "Drugs, Society and Personal Choice: A Summer School for Teachers", was a joint project between the Nova Scotia Department of Education and the Nova Scotia Commission on Drug Dependency.

Drugs, Society and Personal Choice was offered during the summers of 1972, 1973, 1974 and 1975. It consisted of two hours a day for five days a week over a six week period. The sixty hours of instruction was recognized by the Department of Education as 2/3 of a credit towards a Teaching Certificate requirement.

This paper attempts to highlight the significant learnings we, as course instructors, have been privileged to acquire. Further information on this course may be acquired by contacting the Nova Scotia Commission on Drug Dependency.

TABLE of CONTENTS

	p.
ABSTRACT	ii
LIST OF FIGURES	iv
STRUCTURE AND FUNCTIONS OF THE NOVA SCOTIA COMMISSION ON DRUG DEPENDENCY	1
Public Information Programs	5
Training Programs	6
Community Mobilization Program	6
EVENTS LEADING TO THE ESTABLISHMENT OF "DRUGS, SOCIETY AND PERSONAL CHOICE"	7
COURSE PLAN	10
Content Assumptions	16
Process Assumptions	17
Implementation	20
Evaluation	22
Thursday, July 18, 1974	23
Friday, July 19, 1974	25
HIGHLIGHTS	26
1972 Summer School	27
1973 Summer School	28
1974 Summer School	30
1975 Summer School	32
FUTURE DEVELOPMENTS	35
Summer School 1976	35
BIBLIOGRAPHY	39
APPENDICES	41
A. SUMMER SCHOOL SCHEDULE	41
B. ATTITUDE QUESTIONNAIRE	47
C. COURSE REQUIREMENTS	56

LIST OF FIGURES

Figure		Page
1.	Structural Chart	2
2.	Provincial Regions	3
3.	Planning	18

STRUCTURE AND FUNCTIONS OF THE NOVA SCOTIA COMMISSION ON DRUG DEPENDENCY

"The Nova Scotia Commission on Drug Dependency is empowered by the Government of the Province of Nova Scotia and under the Articles of the Drug Dependency Act (Chapter 3, Statutes of Nova Scotia, 1972) to develop a comprehensive program to deal with the problems of public health which arise from drug dependency. Its responsibility is threefold:

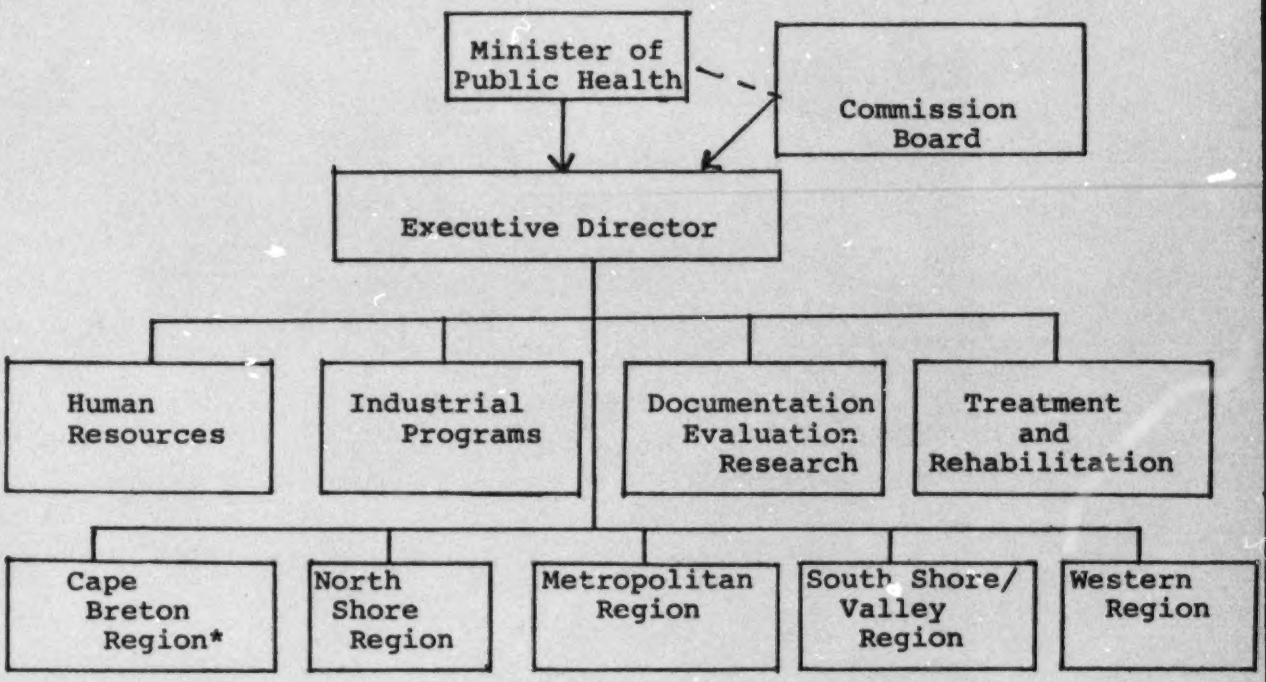
1. treatment and rehabilitation,
2. prevention and education (development of human resources),
3. reporting to the Government ways and means by which these goals may be attained.[1]"

Structurally, the Commission's Central Office is represented in Figure 1 on page 2.

---

[1]Burke, M. M., Comprehensive Provincial Program and Description of Facilities, Nova Scotia Commission on Drug Dependency, 1972, p. 2.

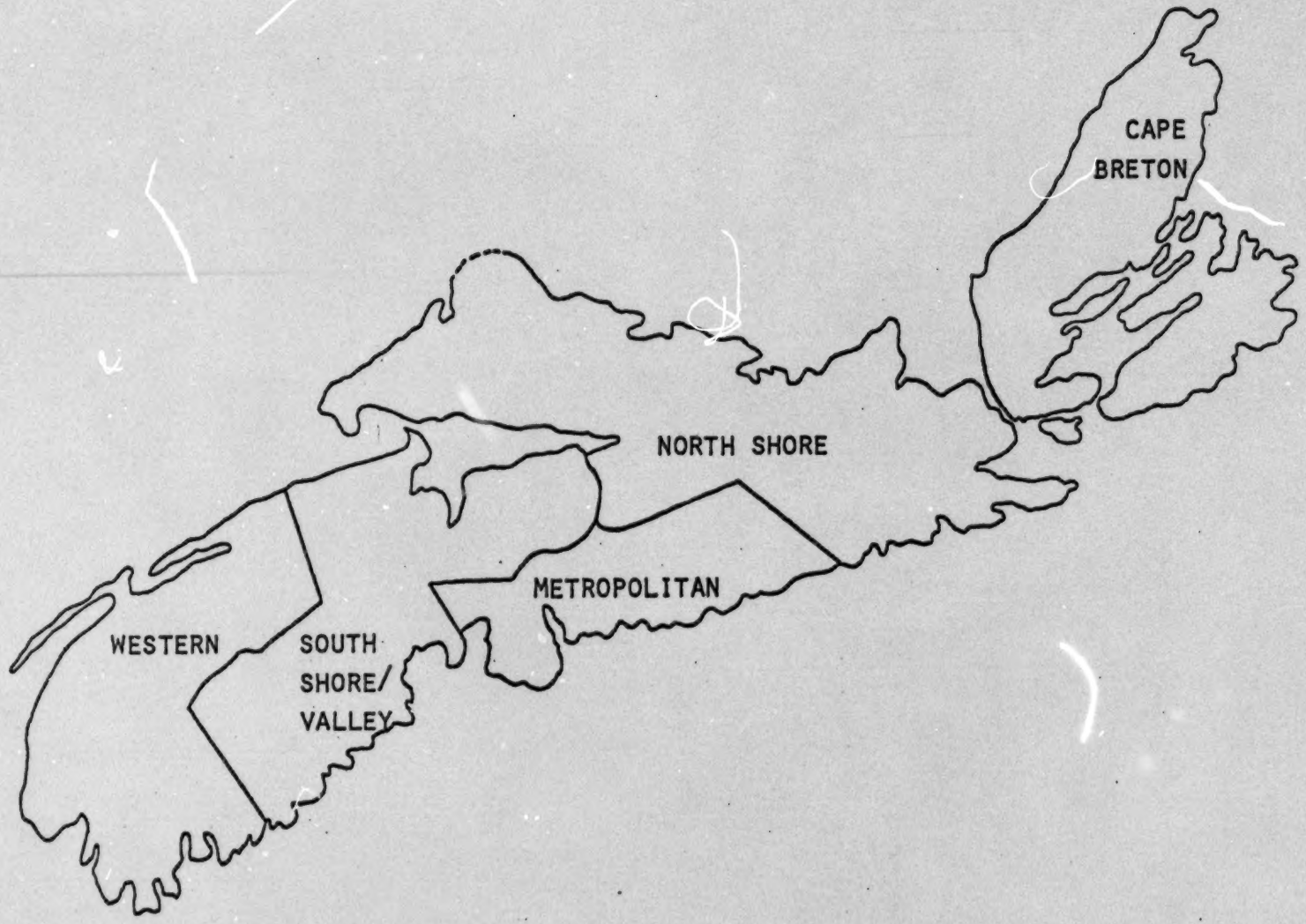
FIGURE 1



*The Commission, for purposes of service delivery, has divided the province into five regions. These are:

Cape Breton: Counties of Inverness, Victoria, Richmond, Cape Breton
North Shore: Counties of Guysborough, Antigonish, Pictou, Colchester, Cumberland
Metropolitan: Halifax County and Metro Halifax and Dartmouth
South Shore/Valley: Hants, Kings, Lunenburg, Queens
Western Region: Annapolis, Digby, Yarmouth, Shelburne

FIGURE 2


CAPE
BRETON
NORTH SHORE
METROPOLITAN
WESTERN
SOUTH
SHORE/
VALLEY

8

9

The Commission has divided its program into four departments. These are (1) Human Resources, (2) Industrial, (3) Documentation, Evaluation and Research and (4) Treatment and Rehabilitation. Central Office personnel in these four divisions serve as resources to the Regional programs.

The division of priorities into four departments, and the establishment of five Regional Programs, reflects our belief that the drug dependent person should be treated as close to home as possible. Crucial to this belief is our reliance on the strategy of community mobilization, i.e., the encouragement of citizens to promote their own resources in order to lessen the effects of local problems associated with drug mis-use. Much of this work is done because of our citizens' interest and concern. Consequently, voluntarism plays an important part in our work. The Commission has primary responsibility for these programs but it cannot work in isolation. Therefore, our philosophy of community mobilization extends to other human centered services. This strategy..."means putting aside the apathy, prejudice and self-interest of the many health practitioners, general public agencies, citizens' groups, professionals and committees that must work together. Only through complete cooperation and coordination can a comprehensive program be forthcoming that will be part of a pioneering, novel and worthwhile goal in preventing and treating drug dependency.[2]"

---

[2]Burke, ibid., p. 2.

The responsibility for planning and initiating the course Drugs, Society and Personal Choice lies within the mandate of the Human Resources department. This department has as its major goal the following: "to acquire, communicate and promote the application of knowledge in such a manner as to enable the people of Nova Scotia to deal effectively with the issues raised by the problems of drug dependency.[3]" To meet this goal our activities are divided among the following programs:

(1) Public Information Programs: The term "information" rather than "education" is employed because we believe education to be a very complex process. We consider an amalgam of all Human Resources programs together to more closely represent education.[4] The public information programs are organized to promote the acquisition of knowledge by participants. It is desirable that this change in knowledge will stimulate examination of attitudes and behaviors. To promote these types of affective and psychomotor changes we attempt to augment the traditional cognitive information program by consciously addressing affective and behavioral components in our program design.

---

[3]Ramsey, G. Ross, Human Resources Position Paper, Halifax: Nova Scotia Commission on Drug Dependency, 1974, p. 1.

[4]For a more detailed discussion of this reasoning see: Report of the Federal-Provincial Task Force on Training for Alcohol and Drug Services, Ottawa: Non-Medical Use of Drugs Directorate, Health and Welfare, Canada, 1975.

(2) Training Programs: The purpose of training programs is to promote skill acquisition. Thus the trainer seeks to bring a trainee's skills to a level which is required for the effective performance of their (trainee) duties. A supervised practicum is employed to ensure skill acquisition.[5] Therefore, through the mechanism of a practicum a trainee is permitted to learn on an experiential basis with continued reinforcement. Thus a combination of the trainer's feedback and experiential learning are employed to provide skill acquisition.

(3) Community Mobilization Program: Community Mobilization refers to the organization of a community in the promotion of its own resources. It consists of a process wherein the techniques and strategies of community organization and community development are employed to mobilize a community around problems associated with drug misuse.

The summer course, Drugs, Society and Personal Choice is consistent with all activities of the Human Resources department presented above, and the major responsibility for the course's implementation is located within the scope

---

[5]For a detailed discussion on this see: Barnes, L., Regional Training of Trainers Plan, Halifax: Nova Scotia Commission on Drug Dependency, March 1976

of our training activities. The original goals for the course are the same as we are currently stating. However, the strategy invoked to ensure realization of these goals has undergone some changes. Thus the decision to locate the course within our training activities is the result of four years' involvement in this program and reflects both an expansion and refinement of our original thinking.

EVENTS LEADING TO THE ESTABLISHMENT OF "DRUGS, SOCIETY AND PERSONAL CHOICE"

> "No matter how teacher training is implemented, teachers will need to acquire a tremendous amount of factual information about drugs; about known motivations for abusing them; about socio-political implications of both use and abuse; about common self-medication activities and its impact on behavior; about how all forms of communications, including the mass media, directly or insidiously, affect thinking about drugs; about how children interpret the things they hear or see; and about how our attitudes and actions, no matter how well they are camouflaged, are frequently transmitted to our children. The task is an empirical one, and its enormity cannot be minimized.[6]"

Drugs, Society and Personal Choice: A Summer School for Teachers was designed to meet the need for teacher training in Nova Scotia. The actual implementation of the course was a result of this need as well as an attempt to address some questionable events which were taking place in Nova Scotia. Some entrepreneurs, in the latter part of 1971,

---

[6]Bedworth, A.E. and J.A. D'Elia, Basics of Drug Education, Farmingdale, N.Y.: Baywood Publishing Co., 1973, p. 49.

were marketing "drug education" literature in the province. This material was highly suspect and consisted of a widely used "scare tactic" approach to drug information. The Commission Board in January of 1972 discussed these developments and decided to take action in an attempt to neutralize the effects of this literature. The Board directed staff to establish an ad hoc committee on drug education with the membership of the committee drawn from a number of indigenous agencies involved in drug education. One goal of the committee was to review the scare literature and issue a press release as to the appropriateness of the material. One of the major bodies contributing to the success of this committee was the Nova Scotia Department of Education.

The Commission, subsequent to this initial concern, was also interested in fostering a number of other advancements in drug education. Two of these programs involved: (1) the need for teacher training; and (2) the need to offer some information programs to professionals in the community which from time to time dealt with the problems associated with drug misuse, e.g. family breakdown, incarceration, traffic accidents, etc. These concerns were raised during the normal course of deliberations by the ad hoc committee, and the Department of Education responded by indicating a similar concern in

relation to teacher training. A number of options were discussed and a decision was made to pursue the possibility of a joint venture in teacher training by the Department of Education and the Commission.

Tentative discussions between the two organizations led to the creation of a final proposal. Basically, the proposal involved the Commission offering a course within the Department of Education's Summer School for teachers. The Commission would inject funds and a resource person to instruct the course while the Department of Education would provide facilities as well as a credit to the teachers. The course would run 10 hours a week for a six week period and would be placed in the Summer School calendar as a General Education course (GE122).

On March 10, 1972, a letter was issued by the Executive Director of the Commission to the Department of Education presenting the final proposal. The second paragraph of that letter outlined the philosophy for the course which has continued since its (course) inception. It read:

> "The objective of this course is to offer an opportunity to teachers presently employed and who are participating in the summer block program to gain an understanding of drug dependency, its causation and ramifications. The course is also designed to provide the opportunity for the teacher-participant to understand his or her own value system and biases as they relate to drug dependency: and to participate in an experience which will allow them to free themselves of some of these biases and to become more open and comfortable with not only the subject of drug dependency and its manifestations but also other counselling situations.

> The sum total result ought to be an educator who is able to risk him or herself in discussion and leadership with and for young people around the many concerns of those young people.[7]"

COURSE PLAN

Planning was an integral part of the summer school and it was built into the course in two ways. Initially, the teaching team, supplemented by additional Commission personnel, spent three days prior to the onset of the course planning the design and general thematic outline. The team also agreed to hold daily evaluation/planning sessions after each class.

The foundation for the approach we took has been put forward by many writers in the field of drug education. Levy states that:

> "We are a drug using society. A large segment of our population looks to drugs to alleviate a host of physiological, psychological and social discomfort. Young and old alike are inundated with commercial sophisms eulogizing drug products. Within this persuasive cultural milieu, drug abuse is spawned. Education, to be effective, must first recognize the complex historical, social and psychological setting as a powerful stimulus to the use and abuse of drugs.
>
> The best deterrent to drug abuse is the individual's value system and his/her assessment of the consequences associated with drug involvement. Decision-making can be aided when sensitive teacher-pupil relationships based on mutual understanding, integrity, and honesty are established. Exaggeration, distortion,

---

[7] Trivett, D.L., Teacher Education Pilot Project, Halifax: Nova Scotia Commission on Drug Dependency, Summer, 1972, Appendix A.

and sensationalism are propaganda, not education, and have no place in the school.[8]"

Bedworth and D'Elia[9] support this approach when they indicate that effective educational procedures should place emphasis on providing students (teachers) with 1) essential and accurate drug information, 2) personal guidance, including self-understanding, and 3) an understanding of social interactions and other related human activities. That is to say, solutions to the drug problem revolve around finding the educational process which is most credible to the students in helping to understand themselves as functioning members of a society that is ever-challenging, requiring immediate appraisal of environmental stimuli, and a creative reaction. The result will be that drug abuse becomes unattractive as a vehicle for solving the ordinary problems of living. From a very general viewpoint, there are two initial steps to be taken before meaningful new training will take place:

1. Teachers must know where they are at present; i.e. understand their feelings about drugs and drug abuse, and take inventory of their actual drug knowledge.

2. Teachers should determine what additional knowledge they need in order to begin the drug education of their students, and also determine the kind of considerations necessary to perpetuate a continuous growth in improving drug education.

---

[8]Levy, Marvin R., Teaching About Drugs: Background Considerations for Drug Programs Chevy Chase, Md: U. S. Department of Health Education and Welfare, Public Health Service, 1969.

[9]Bedworth and D'Elia, op. cit., p. 49.

Most teachers already have a reasonably sound foundation from which to build. Some examples are 1) an understanding of how children learn, 2) knowledge about the environmental factors that influence growth, thinking and behavior, 3) knowledge of the controversial issues surrounding drugs and 4) an understanding of their own feelings about drugs and those who use them.

To prevent drug use and abuse, changes have to be made in the behavior and attitudes of those using - or likely to use - drugs. Essentially, drug education is communication designed to change certain attitudes or reinforce existing ones if these are already compatible with the ideal of prevention.[10]

Based on the recognition that human beings are thinking, feeling and acting people, the course was planned around a three-dimensional model of education. That is, the course attempted to include the cognitive, affective and behavioral components of learning to encourage each teacher to assume increasing responsibility for his/her own learning.

Each learning domain was considered in the planning process. Briefly, a) the cognitive domain is associated

---

[10]Smart, R. G. and Dianne Fejer, Drug Education: Current Issues and Future Directions, Toronto, Canada: Addiction Research Foundation of Ontario, 1974, p. 10.

with intellectual changes that are taking place; e.g., acquisition of new knowledge, greater insight into the significance of events, and improved ability to analyze or synthesize elements related to a particular drug problem. Evaluation may take the form of recall of drug facts, interpreting drug data, showing relationships between drug phenomena, and decision making. If, for example, the objective is "to identify the varieties of depressant drugs", the evaluative technique used may be 1) a written test wherein the participant selects the names of depressants from a list of several varieties of drugs and chemicals listed; 2) an oral report wherein the participant discusses depressants and their characteristics; 3) a selection test designed to allow the participant to select the depressants from a variety of simulated drugs or from the photographs of these drugs; or 4) the participant draws pictures of the depressants and labels them correctly, etc.

Cognitive acquisition is the comprehension of facts, information and ideas leading to interpretation in one's own language, symbols and thought patterns[11]. The cognitive domain is the one most frequently used in drug education. Factual information in many instances becomes the point of

---

[11]Simmons, R. Charles, Building a Diagnostic Approach Towards Program Development, Paper for North American Congress on Alcohol and Drug Problems, Ottawa: Non-Medical Use of Drugs Directorate, 1974.

concentration, presented as foundational material to begin action. Too frequently, the pertinence of factual information is lost and it becomes the end product, when in reality facts should serve as a means to the end.

b) The affective domain is associated with feelings and attitudes that the participant has acquired as a result of participation in the learning experiences. This domain is characterized by an emotional commitment that is consistent with his/her beliefs, values and appreciations. It is measured by observing performance under various circumstances; that is, the way he/she responds to a given stimulus, how he/she participates in drug issues. A device such as a self-report test can be used. Existing feelings, attitudes and values may be enhanced; a greater range of feelings, attitudes and values may be accommodated or there may be clarification of existing attitudes and values. As stated previously this area is very important in drug education.

c) The behavioral domain is associated with the visible activity displayed by a learner. This is the exemplification of the learner's attitudes and information translated into action. It is measurable because it is overt and can be tested. In short term programs the behavioral domain is the least likely to experience change[12].

---

[12]Bedworth and D'Elia, op. cit., pp. 236-38.

However, it is the demonstration of the changes that was targeted through the statement of objectives and becomes extremely important in the evaluation stages of the course.

Information has limited use in and of itself; much is quickly forgotten, ignored and distorted to fit the individual's attitudes. A change of attitudes, however, leads to acquiring new perceptions, acquiring new information and often behavior changes. A good program should result in a behavior change. People often change their attitudes to match their behavior as well.

The course, then, provided a teaching experience which expressed and responded to "content", "process" and "skill" development. Briefly, the content addressed the general thematic outline of the course and provided participants with information via the staff team, literature, audio-visual materials, and outside resource persons invited to share their experience in specific areas. Process dealt primarily with the dynamics and interactions of the participants to enable insight into the problem area in a manner which engendered personal growth and change. Skill development was addressed on the final day of each week and in a practical application during the sixth week of the course.

Based on the previous three years of experience there were a number of assumptions which the teaching team made during the initial planning session about the nature and background of the participants. These assumptions affected our planning and had to be "checked out" as the course developed. However, for purposes of clarification, we divided these assumptions along the lines of "content" and "process".

Content Assumptions:

(1) That teachers and school administrators in general have little, if any, knowledge of drugs and alcohol.

(2) That teachers and school administrators are very content oriented. They are likely, initially, to assess a course by the amount of information received as opposed to the interpersonal and growth-in-awareness gained.

(3) That teachers and school administrators assume, in general, that there is a simple answer to the drug/alcohol problem and that we, the teaching team, are going to give them this answer.

(4) That the underlying motivation for taking the course seems to be a combination of a sense of social and professional responsibility, the very real possibility of encountering or having encountered young people with problems related to drugs and alcohol, as well as a

practical need to raise a license level for teaching.

Process Assumptions:

(1) That teachers, in general, will find the style of the teaching team uncomfortable and confusing, initially. Many teachers have experienced only the lecture or seminar type of learning experience.

(2) Teachers, due to their professional training, are cognitively oriented and will have initial difficulty speaking about themselves, their feelings, their perceptions, their experiences.

(3) Teachers, in general, find it easier to accept directions and demands from the teaching team than to be self-directing or self-initiating.

(4) The size of the group and the physical environment have a good deal to do with process and can be either a positive or negative factor in group interaction and course progression.

(5) Certain group members proceed faster than others and it is important to understand individual interactions and how they affect the overall group.

It must be remembered that the above were only assumptions, based on past experiences of the teaching team

with a variety of different groups of teachers and school administrators. They were not meant to be seen as "hard and fast" rules nor did they reflect upon individual teachers. Their purpose was to enable the teaching team to anticipate more appropriately the particular needs of this specific group. In general, this course and our experiences demonstrated that these assumptions were fairly accurate, though not always so. Furthermore, the assumptions tended not to affect what was to be communicated to this particular group. As mentioned at the outset such assumptions had to be "checked out". This was accomplished through daily evaluation/planning sessions after each class.

Diagrammatically, the planning went like this:

FIGURE 3

PLANNING

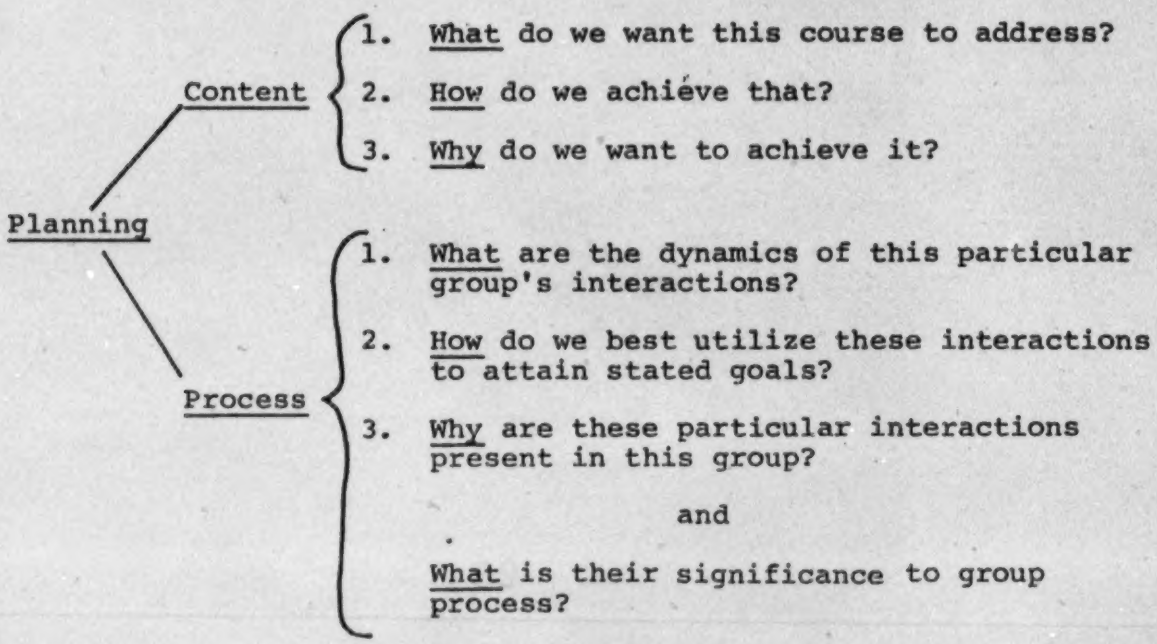
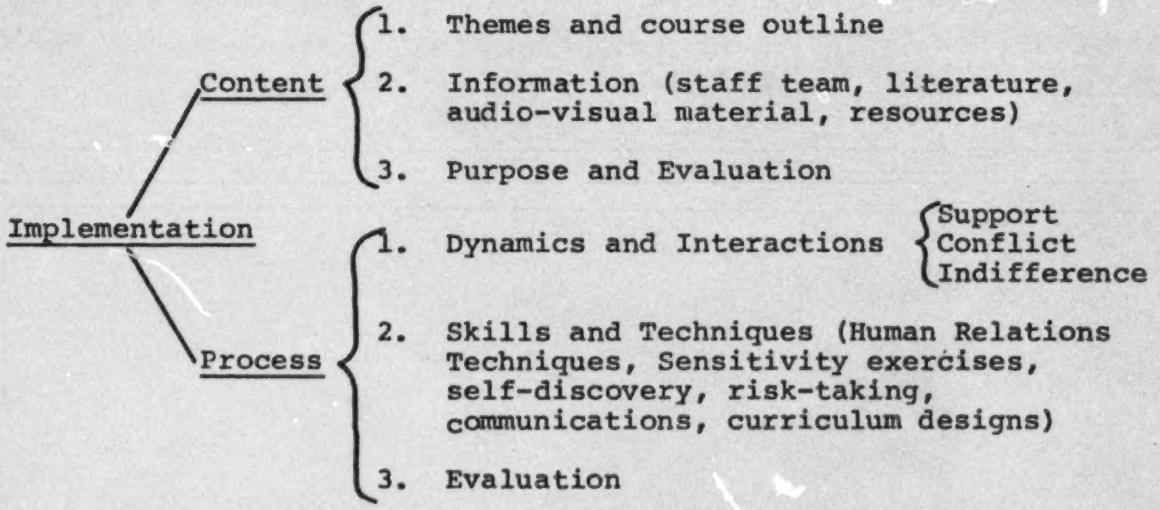

Planning
Content
1. What do we want this course to address?
2. How do we achieve that?
3. Why do we want to achieve it?
Process
1. What are the dynamics of this particular group's interactions?
2. How do we best utilize these interactions to attain stated goals?
3. Why are these particular interactions present in this group?
and
What is their significance to group process?

FIGURE 3 (CONT'D)



The general course goals were developed from the previous processes. These goals were:

(a) To help teachers working with youth to understand better the youth culture;

(b) To help teachers understand the nature of the chemical culture and dependency;

(c) To enable teachers to examine their own assumptions and how and why they teach;

(d) To learn alternative teaching methods through making decisions about personal learning variables;

(e) To develop a team teaching style to help participants experience an integrated approach towards classroom work;

(f) To enable members to apply, confidently, their own imagination in preventing problems of dependency through innovative teaching in the classroom;

(g) To provide opportunities for the development and practice of communication and curriculum skills for classroom use.

To achieve these goals the details of a structured program were developed for the first three weeks and the sixth week. Weeks four and five remained open for change and suggestion, providing as flexible a format as possible.

Implementation

For the past four years the class has convened for two hours per day over a six week period. Often the participants remained past the two hour requirement and many completed outside projects.

During the six week period, group members were asked to consider social change, pharmacological information, the implications of future shock, aspects of the chemical culture, varied treatment modalities and some curriculum alternatives.[13] Resource persons were invited to give specialized presentations to the group and Fridays were made available to design projects or to visit open schools,

---

[13]Appendix A - Program Outline

drop-in centres, rehabilitation centres, police departments, hostels and areas where drugs were allegedly passed, or knowledge of the drug scene was apparent. Class format ranged from the lecturing style to small group discussions.

Group members were provided with the course requirements[14] at the outset and were free to complete these in a variety of ways, thus supporting the program concept of personal choice. Articles and reproductions of materials in special areas of interest were made available throughout the course and also upon request.

As group confidence grew and particular goals were verbalized, daily course content and methodology underwent constant evaluation and change during staff planning sessions. The overall approach was flexibility in integrating class needs, both expressed and unexpressed, with those goals that previous experience indicated were essential for maximum opportunity to explore the complex issues surrounding drug usage.

The highlights of the various Summer Schools will be discussed further on in this paper.

---

[14]Appendix C - Course Requirements

Evaluation

Course evaluation took place on a variety of levels and was considered extremely important to the success of the Summer School Course. (1) Participants were asked to make verbal and written comments on activities during the six weeks. (2) Staff verbally evaluated their own performance daily after each session based on the stated objective for the session and also evaluated the students on a pre-arranged basis. (3) In order to determine the changes, if any, made over a six week period, a pre-program attitude questionnaire was administered at the end of the first morning of the summer school. This was administered again in a modified format on the final day of the course[15]. (4) To supplement the attitudinal and verbal comments of the students, a final course evaluation was distributed for completion on the last day of the course. (5) Staff conducted their own final evaluation through the production of a written report which attempted to address individual areas of concern such as (a) planning the summer school, (b) resource people and materials, (c) content, (d) communication and group building, (e) goals, (f) teaming and (g) the participants.

In order to demonstrate the implementation and

---

[15]Appendix B - Program Questionnaire

evaluation techniques used, two examples from the 1974 Summer School have been included.

1. Thursday, July 18, 1974

Objective:

To help people's growing awareness of factors in the chemical culture and to begin understanding why people use substances.

Method:

Thursday morning opened with comments on certain housekeeping details. Then the concept of chemical culture was continued by use of the film "US".[16] Group discussion focused on film content and the attitudes displayed in the film.

An invitation was then extended to each person to write an anonymous personal profile answering two questions. (1) What substances do I use? and (2) Why do I use them? After completion they were placed in the middle of the room, shuffled and redistributed to each person. The task was to read the information on the sheet and, if asked any questions pertaining to that information, to respond from the viewpoint of the profile.

Evaluation:

"US" was well received by the group. Non-verbal cues

---

[16]"US" - Film available through National Film Board - 1572 Barrington Street, Halifax, N. S.

indicated high attentiveness. Discussion following the film suggested that everyone found the film helpful to some degree, in viewing chemicals as substances used by our entire society. Two members took exception to this indicating that only the young people were using substances illegally. Difficulty still arises for some teachers, in reaching past the legality of substance use.

Concern by the teaching team regarding anonymity for the personal profiles, was unfounded. Nevertheless, it provided some reassurance for class members unwilling to risk stating their personal usage. Sitting on the floor provided closer contact for most people and resulted in a free flowing conversation interspersed with humorous incidents. Once again members indicated that class sessions do not provide enough time to cover all the topics suggested by the exercises.

The morning progressed extremely well and staff interventions remained mostly personal. Role playing seems to be the best technique for opening up this group and should be used more in the future. Although the majority of the group participated freely in today's activities, a few members isolated themselves from involvement by physically remaining outside the circle.

Based on reactions of the group, today's goal was realistic and attained.

2. Friday, July 19, 1974

Objective:

To relate the role of the school and the teacher to the entire week's activities.

Method:

Large group discussion was initiated through four questions of yesterday's events: (a) What is your feeling about the person whose role you played yesterday? (b) Have there been any surprises? (c) How many are feeling suspicious about the users? (d) What have we said about ourselves and drug usage?

Evaluation:

Many issues surrounding school decisions and teacher's roles were raised today - "How do we deal with a teacher using a substance?" "Do we put pressure on non-conformists (in this instance an abstinent individual) to submit to the group?" Skills learned over the past two weeks were applied by many teachers.

There was an indication that breaking into small groups would have been beneficial at some point during the morning. This was supported by the teaching staff yet it was felt more important that this request come now from the group itself. Issues that were raised suggested that a majority of the teachers are projecting their growing insights about attitudes concerning the drug culture and its

meaning. There is an effort to build on the ideas of an individual rather than talking simultaneously.

The goal this morning was not met entirely since Friday discussions tend rapidly to cover a multitude of topics. Venting the feelings of the week was probably the most important achievement of today.

HIGHLIGHTS

"With us you don't have to agree
If you don't let's hear your voice
Remember after Drugs and Society
Comes the most important part
And that's your Personal Choice[17]"

The purpose of this delivery is to span the past four years of the course and highlight on a yearly basis those activities which proved useful to the teachers as learning experiences. This is not intended to demean the importance of curriculum content. In fact, the reader should refer to Appendix A of this paper which is drawn from our 1975 Summer School Report, for examples of the curriculum content. The following discussion is meant to indicate how activities can augment the learning experience particularly when the course is intended to address the three dimensions of cognitive, affective and behavioral learning as outlined in the previous section of this report.

---

[17]The above is a short poem written by one of the participants of our course and appeared in the 1974 Summer School Report, p. 55.

1972 Summer School

> "...our Age of Decision makes it imperative...that the goals of educational institutions, in respect to the drug phenomenon, be modified to incorporate learning experiences that are not isolated from the real life situations of those confronted by the choice between drug use or abstinence... If our attempts to help them can go beyond the imparting of information to providing them with experience in which they can learn...skills...then we truly can claim that we are concerned about the whole *'person'*.[18]"

To insure that course participants were familiar with all aspects of the "drug culture", the instructors arranged visits for the teachers to a number of agencies directly or indirectly involved in problems associated with drug misuse in Halifax. These agencies were:

1. New Options Free School
2. New Morning Commune
3. Shopping Center
4. Morris Street Hostel
5. Armdale Drop-in Center
6. Fairview Drop-in Center
7. Halifax Drug Crisis Center
8. A Welfare Office
9. Kentville O.F.Y. Drop-in

---

[18] Robinson, P.E., "Beyond Drug Education", Journal of Drug Education, New York: Baywood Pub. Co., Vol 5 # 3, 1975, p. 190.

10. Holiday Inn Beverage Room
11. Halifax Police Department
12. Salvation Army Rehabilitation Center

It is difficult to discuss a social phenomenon, much less educate about it, unless the teacher has had the opportunity to observe a number of aspects of the phenomenon, e.g. drug misuse. The visits to the social service agencies afforded the teachers this opportunity. They were not conducted in a "we" (nice, straight, normal citizen), "they" (weird, sickies) manner à la Marat-Sade. In some cases what the teachers viewed was consistent with their expectations, in other cases it was not; but in all cases this experience provided new information for them to consider and assimilate. The activity was considered useful and included in subsequent Summer Schools.

1973 Summer School

A number of major changes were made to the Summer School in 1973. Firstly, the number of course instructors was expanded from one to three. Secondly, the Department of Education agreed to pay the salary of one of these instructors. Thirdly, with two of the three instructors specifically trained in education, the curriculum content was further refined to meet the perceived needs of educators.

Effective use of resource people was a major highlight of the 1973 Summer session. All too often, resource people are used in a course such as this as fillers. Indeed, many of us have experienced the guest lecturer in a course which just does not seem to be connected with the total process of the curriculum. Chuck Simmons, in his paper "Building A Diagnostic Approach to Program Development[19]", would consider this strategy similar to the "Pick of the Top Ten Approach" to drug education; that is, a matter of procuring those approaches which may superficially look good or have proven successful in other areas and then passing those along to the audience.

Resource people were not used in Summer School in this manner. The intent was to meet either one of two objectives: (1) the staff wished to augment material which had already been presented; and (2) resource persons were chosen who possessed skills not present within the repertoire of the teaching team. Effective use of resource people requires the instructors to be careful in ensuring that the resource person's material will be consistent with information which has preceded it. Equally important, one must be cautious that the use of experts is not disjointed and incremental. In other words, there must be sufficient time lapses between introduction of various resource people to the class to allow

---

[19]Simmons, op. cit.

students to discuss and assimilate the teaching of each expert. Indeed, the progression should be such that one expert builds upon another with a cumulative effect of providing the participants with a well prepared and flowing learning experience.

1974 Summer School

The people involved in drug information and training programs at the Commission became convinced, after discussions with numerous educators, that a number of traditional educational doctrines were damaging to the health of students.[20] The classic example has surrounded discussion of the traditional grading system that was used in most schools up until the past decade. Many educators believed this had caused unnecessary distress for students. Testing procedures created an environment where the student memorized materials to pass grades. Granted, this appears to discipline the mind, but does it teach the child to learn, to take the cognitive information and filter it through their affective and behavioral domains to the point of assimilating the

---

[20]This thinking is neither new nor original. It relates to a philosophy of human growth and a macroscopic consideration of drug usage which has been promulgated by scholars in numerous fields, e.g. education, sociology, psychology, social work, etc. The philosophy has generated a number of published works. For example, Illich, I.D., Deschooling Society, New York: Harper & Row, 1971. Brown, G.I., Human Teaching For Human Learning, New York: The Viking Press, 1971. Friedenberg, E.Z., The Vanishing Adolescent, New York: Dell Pub. Co., 1964. Szasz, T.S., Ceremonial Chemistry: The Ritual Persecution of Drugs, Addicts and Pushers, New York: Anchor Press, 1974.

information into their everyday behavior? The instructors, wishing to foster "syntoxic reactions"[21] to grades on behalf of students, reasoned that the most advantageous way of reaching this goal was to provide the student-teachers (our course participants) with an alternative method to grading. This method would have to meet the requirements of assigning grades, but do so in a manner which was supportive of the learning process - not divorced from it.

Each member was requested, at the beginning of the course, to write a letter to themselves describing what they knew about the topics of drug use and mis-use. The letter was sealed and placed in the possession of the course instructors. These letters were then returned to the teachers during the last week of class. On the first day of evaluation, they were instructed to re-read their original comments (letters) and focus on what they would consider to be their own growth and development as a result of the course. This was then shared with peers in a small group. Finally, as a result of this process, the course participants presented to the whole class their self-evaluation and indicated the mark they should receive for the course. The entire class discussed the grade, which was subsequently recorded as their final mark.

---

[21] Syntoxic and catoxic reactions (the flight or fight syndrome) to stimuli and discussed in the work of Hans Selye. For an excellent discussion on the effects of stress in the human organism see Selye, H., Stress Without Distress, New York: J.P. Lippincourt, Co., 1974.

The instructors realized that this grading procedure might cause stress for the course participants, and therefore designed the exercise in an environment which was felt to be most conducive to a learning experience. It was not the intent to place the students on a "hot seat", but to encourage them to develop a final grade, in consultation with their peers and course instructors, that was reflective of the learning they could attribute to participation in the course. It proved to be a useful exercise for the course participants, and a modified version[22] of this procedure was included in the 1975 Summer School.

1975 Summer School

The 1975 Summer School included two events of particular benefit to the teachers. The first activity consisted of the introduction of a research instrument[23] which attempted to measure the attitudinal change of course participants. The second event took place in the last week of the course wherein the students were presented with a living skills

---

[22]The major modification in 1975 was that this process accounted for 50% of the final grade. The remaining 50% was decided by the instructors, and was based on the results of assignments, etc.

[23]The application of research to drug education is rapidly becoming a goal for many organizations. For a review of a number of research programs already implemented see: Goodstadt,M., ed., Research on Methods and Programs of Drug Education, Toronto, Ontario: Addiction Research Foundation, 1974. Smart, R.G. and D. Fejer, Drug Education: Current Issues, Future Directions, Toronto, Ontario: Addiction Research Foundation, 1974.

drug education program (Hole in the Fence[24]) which could be used in the classroom.

The 1975 research survey consisted of a pre-test and post-test questionnaire.[25] This questionnaire was used simultaneously in our class and another class (a control group) selected from other participants attending the Department of Education's Summer School. The questionnaire was administered twice. On the first occasion we sought an indication of attitudes presently held by course participants and the control group. On the second occasion we attempted to ascertain whether these attitudes had changed. The course instructors reasoned that with reference to a control group, they could measure changes in attitudes as a result of participation in the course.[26]

Overall, the post-test did not indicate change in either the control or experimental groups. However, some individual changes did occur, and are discussed in the 1975 Summer School Report. We did, also, by using these tests, acquire some information which pointed to changes necessary for future Summer School courses. These changes are discussed

---

[24] Hole in the Fence, Ottawa: Non-Medical Use of Drugs Directorate, Health and Welfare Canada, 1975.

[25] Appendix B - Program Questionnaire

[26] For a more detailed discussion of methodology please see Barnes, L. and D.L. Trivett, Drugs, Society and Personal Choice, Halifax: Nova Scotia Commission on Drug Dependency, 1975.

in the following quote:

> "To expect major attitude change for the majority of the summer school group is an unrealistic expectation if the results of this questionnaire are viewed statistically. However, three options are possible for looking at the summer school (1) a more refined tool of attitudinal measurement is required, (2) the expectations of the staff tempered to state goals in a more realistic manner, or (3) a longer term follow up is administered.[27]"

The second highlight of the 1975 course was the introduction of the Hole in the Fence program. This is a living skills drug education program designed for use with children aged six to nine. The program consists of a Storybook and a Teacher's Guide with the primary objective of the program to prepare children for the eventuality of being faced with a decision around non-medical drug usage. It attempts to help the child in developing life skills and attitudes which are supportive of everyday functioning without reliance on non-medical drug use. Its primary intent is one of prevention.

The purpose of introducing this activity to the teachers was twofold:

1. to introduce teachers to a program of drug education which had practical application in the classroom.

---

[27]Barnes, L. and D.F. Trivett, op. cit., pp. 16-17.

2. to help the teachers develop skills for the eventual introduction of the program in their classroom.

Prior to the last week of classes, each teacher was presented with a copy of the program and requested to prepare the content of the program for discussion. The course participants, Commission staff, Non-Medical Use of Drugs Directorate representatives and two of the original writers of the program were introduced to the program at an informal luncheon on the Monday of the last week of classes. The remainder of the week consisted of a number of activities wherein the teachers were permitted to experiment with the program. The results of these activities were discussed, and a considerable amount of information was generated which could relate to the possible introduction of this program into Nova Scotian schools. It should be noted that despite limited training and limited time with Hole in the Fence, the majority of teachers embraced the concepts enthusiastically.

A brief review of Drugs, Society and Personal Choice indicates that a number of exercises were employed by the instructors to augment information contained in the course curriculum. These activities were designed to allow the teachers to take part in a number of activities and therefore participate in experiential learning. This approach was consistent with our desire to implement a three-dimensional approach to education, and therefore demonstrate

the benefits of experiential learning which encompasses a consideration of the learners' affective, behavioral and cognitive processes.

Future Developments

The previous sections of this paper have attempted to provide the historical development of our Summer School course, an outline of the planning, implementation and evaluation procedures as well as indicating various highlights over the past four years. Now it is necessary to ask where we go from here.

Summer School 1976

Due to financial restraints at the government level, many programs in various departments have been reduced or eliminated. The Department of Education Summer School has been no exception. As a result, the co-sponsorship of the Drugs, Society and Personal Choice: A Summer School For Teachers was not possible this year and therefore will not be offered. However, a change in policy may allow its return in 1977.

In the interim the N.S.C.O.D.D. has begun to approach universities in the area to determine their interest in offering a course of this nature. The motivation is twofold:

(1) As teachers in the province become more uniformly qualified, the professional preparation extends more and more

to university courses. To meet the growing demand, Drugs, Society and Personal Choice must move accordingly.

(2) Introduction of the course at a university level will increase the possibilities of exposure to students studying the humanities and/or education. The area of drug education is important to these students as individuals and professionals and a course, while in university, will begin to lay the groundwork for future work. The Commission, in conjunction with the Department of Education, may then be in a position to offer advanced courses in specialized areas of interest, i.e. counselling, and preventive drug education.

The major difficulty lies in deciding the academic placement of the course within the university setting. While the primary target group since the outset has been educators, the universities are discussing the possibilities of a generally accredited course open to all students.

Based on the experience of the previous four summers, it became obvious that future courses require expansion from the existing 60 hours to a minimum 90 hour format. The extended time period would allow a more in-depth examination of the issues and information surrounding drugs, and drug education. More resource material and personnel would be available to the course participants. A broader base could be established for the program with some of the areas of concern as follows:

(1) providing accurate information about various drugs and their effects on the body;

(2) examination of societal influences on drug usage;

(3) discussion of the historical developments of drug usage;

(4) position and implications of the legal aspects of drug usage and misuse;

(5) impact of advertising on the use of chemicals;

(6) treatment and rehabilitation facilities: their underlying philosophies and purposes;

(7) prevention - what and how to introduce drug misuse prevention into the schools and communities;

(8) examination of our own attitudes, beliefs and behaviors; how do they affect students, colleagues and parents?;

(9) what roles should the teacher and school take in prevention and/or education?;

(10) practical application to the classroom or guidance counselling situation.

From the preceding discussion it is apparent that much work has yet to be done in order to introduce a comprehensive course in a teaching certification program. The important aspect, as we have learned, is to choose our focus and goals carefully. As long as the needs of both the teachers and students are assessed accurately, increasingly effective programs should be possible.

BIBLIOGRAPHY

Barnes, L. Regional Training of Trainers Plan. Halifax: Nova Scotia Commission on Drug Dependency, 1976.

Barnes, L., and D.F.L. Trivett. Drugs, Society and Personal Choice: A Summer School for Teachers. Halifax: Nova Scotia Commission on Drug Dependency, 1975.

Barnes, L., D.F.L. Trivett and P. Crawshaw. Drugs, Society and Personal Choice: A Summer School for Teachers. Halifax: Nova Scotia Commission on Drug Dependency, 1974.

Bedworth, A.E., and J.A. D'Elia. Basics of Drug Education. Farmingdale, N.Y.: Baywood Publishing Co., 1973.

Brown, G.I. Human Teaching for Human Learning. New York: The Viking Press, 1971.

Burke, M.M. Comprehensive Provincial Program and Description of Facilities. Halifax: Nova Scotia Commission on Drug Dependency, 1972.

Friedenberg, E.Z. The Vanishing Adolescent. New York: Dell Publishing Co., 1964.

Illich, I.D. Deschooling Society. New York: Harper and Row, 1971.

Levy, Marvin R. Teaching About Drugs: Background Considerations for Drug Programs. Chevy Chase, Md: U. S. Department of Health Education and Welfare, Public Health Service, 1969.

Ramsey, G. Ross. Human Resources Position Paper. Halifax: Nova Scotia Commission on Drug Dependency, 1974.

Robinson, P.E. "Beyond Drug Education", Journal of Drug Education. New York: Baywood Publishing Co., #3, 1975.

Selye, Hans. Stress Without Distress. New York: J. P. Lippincourt, Co., 1974.

Simmons, R. Charles. "Building a Diagnostic Approach Towards Program Development". Paper for the North American Congress on Alcohol and Drug Problems, Ottawa: Non-Medical Use of Drugs Directorate, 1974.

Smart, R.G., and Dianne Fejer. Drug Education: Current Issues and Future Directions. Toronto, Canada: Addiction Research Foundation of Ontario, 1974.

Szasz, T.S. Ceremonial Chemistry: The Ritual Persecution of Drugs, Addicts and Pushers. New York: Anchor Press, 1974.

Trivett, D.F.L. Teacher Education Pilot Project. Halifax: Nova Scotia Commission on Drug Dependency, 1972.

GOVERNMENT DOCUMENTS

Report of the Federal-Provincial Task Force on Training for Alcohol and Drug Services. Ottawa: Non-Medical Use of Drugs Directorate, Health and Welfare, Canada, 1975.

Hole in the Fence. Ottawa: Non-Medical Use of Drugs Directorate, Health and Welfare, Canada, 1975.

APPENDIX A

SUMMER SCHOOL SCHEDULE

WEEK I 9:40 a.m. - 11:50 a.m.

Introduction

July 2
Wednesday

Objective

To introduce the participants to each other; the summer school direction and the expectations of the teaching team.

1. Introduce Staff
   (a) Who are we?
   (b) How do we work?
2. Introduce Participants
   (a) in two's talk to another person you do not know. After 10 minutes, introduce the rest of class.
3. Course Requirements
4. Library and film resources
5. Housekeeping details
6. Pre-program testing and person information
7. General discussion

July 3
Thursday

Objective

To present and explain the affective, cognitive and behavioral components of the teaching learning process.

1. Introduce Chuck Simmons
2. In 3's discuss
   (a) How did you learn to talk?
   (b) How did you learn to trust?
   (c) How would you learn to sky-dive?
3. Presentation on teaching - learning theory.
4. Discussion

July 4
Friday

Objective

To provide an opportunity for the participants to identify and apply learnings of the week through communication exercises.

1. Presentation by Don Trivett on need for communication skills.
2. In 2's
   (a) What is communication?
   (b) How do I communicate?
3. In 3's
   (a) repetition exercise
   (b) paraphrase words
   (c) identify feelings
4. Discussion

SUMMER SCHOOL SCHEDULE

WEEK II 9:40 a.m. - 11:50 a.m.

Chemical Culture

July 7 Monday

Social Factors

Objectives:

(a) To present and explain the concepts of Future Shock, Stress and Intoxication.

(b) To identify individual personal involvement around the above concepts.

1. Presentation of Future Shock - rate of change.
2. Small group discussion around life-change scale.
3. Selye's concept of stress. General Adaption Syndrome. Fight or Flight Mechanisms.
4. Film - Prime of Life
   (a) speculate on situation
   (b) What are the problems?
   (c) What are the alternatives?

   Report on Discussion
5. Film "US" - wanted to look at our own usage.

July 8 Tuesday

Chemical Culture

Objectives:

(a) To conclude the discussion of the film "US".

(b) To present and explain the concept of intoxication, its meaning and sources.

(c) To present and explain the basic concepts of what drugs are and how they work within the body.

1. Discussion of "US"
   (a) What did you see in the film?
   (b) Were any of the people intoxicated?
   (c) Why did they use chemicals?
   (d) Were they intoxicated?
   (e) What might cause intoxication?
2. What is intoxication? - Greg Johnstone
3. Presentation - How the body works.
4. Effects of the drugs on the body

July 9 Wednesday

Identification & Classification

Objective:

To present and explain some chemical sources of intoxication; classification of substances and concept of inhibitions.

1. Presentation of the Drug Slides (excluding alcohol).
2. Discussed options for Friday workshop.
3. Further classification of substances.

July 10 Thursday

Inhibitions

Objectives:

(a) To present and explain the concept of inhibitions.

(b) For the participants to identify their own personal inhibitions and how they might be affected by drug usage.

(c) For the participants to identify and examine their own substance usage.

1. Introduction to film, "We Don't Want to Lose You."
2. Discuss around inhibitions - physiological as well as emotional.
3. Anonymous drug profile:
   (a) the drugs you use
   (b) why you use them
4. Discussion

July 11 Friday

Workshop

Objective:

To provide an opportunity for the participants to identify and apply learnings of the week.

1. Asked teachers to identify three things they wanted to work on.
2. Begin to work.

SUMMER SCHOOL SCHEDULE

WEEK III 9:40 a.m. - 11:50 a.m.

Social Values and Attitudes

July 14 Monday	July 15 Tuesday	July 16 Wednesday	July 17 Thursday	July 18 Friday
Historical Objective:	Legal Objective:	Spiritual Objective	Advertising Objective:	Workshop Objective:
To stimulate an examination of personal attitudes and beliefs about the "drug problem" through group participation and historical information.	To present and explain some of the legal aspects of the drug problem.	To begin to focus on the affective domain of learning through emphasis on the spiritual dimension of living.	To stimulate an examination of attitudes, beliefs and behaviors through the presentation of selected advertising information.	To provide an opportunity for the teachers to apply learnings of the week through projects and discussions.
1. Introduction of Pat Crawshaw. 2. What happened on Friday's visits? 3. Anonymous Profile (a) When did you first become aware of the drug problem? (b) By what means? (c) What were your initial reactions? (d) Have they changed? 4. Discussion of answers. 5. Presentation of Historical Data. 6. Discussion and Questions.	1. Brief checking of previous day's experience. 2. In 2 groups discuss: (a) What is the purpose of the law? (b) What is the most effective means of social control? 3. Legal presentation. 4. Discussion, questions and answers.	1. Sense Relaxation. 2. Fantasy to explore the affective domain of learning. Involved trip down a river to a cave and out again. 3. Presentation on spiritual - affective aspect, of dealing with people. 4. In 2's (a) identify one thing you value highly. (b) how did you get it?	1. Discussion on final task proposed on Wednesday. 2. Presentation on advertising - some of its effects and its regulations. 3. Discussions - questions and answers.	1. Projects. 2. Discussion with Pat Crawshaw around youth clinics, adolescent problems and some possible solutions. 3. What does it mean to me?

SUMMER SCHOOL SCHEDULE

WEEK IV 9:40 a.m. - 11:50 a.m.

Diagnosis of Social Ills

July 21 Monday	July 22 Tuesday	July 23 Wednesday	July 24 Thursday	July 25 Friday
Holiday	Dependencies Objective: To provide the participants with an opportunity to gain insight into the concept of dependency as well as a philosophical level. 1. Introductory discussion around the results of Friday's visits. 2. Relaxation exercises followed by blind milling exercise. 3. Communication exercises - without words. Express anger, fear, embarrassment, etc.). 4. Discussion of exercises. 5. Trust walk in pairs. 6. Group discussion.	Dependencies Objective: To discuss dependency in its various forms and to identify various background factors. Presentation by Dr. Max Brennan on the forms and 'seed bed' factors of dependency.	Treatment Objective: To provide an opportunity for introduction to and examination of methods for coping with the pressures of modern life as seen through three treatment methods. Three discussion groups around treatment held by Dr. Wilke Kushner, Mr. Joe Power and Mr. Jack Stewart.	Integration Objective: To provide an opportunity for the participants to identify and apply learnings of the week through projects. Members worked in a number of different groups: (a) visiting community resources. (b) discussion of RAID report. (c) discussion around projects to be presented to classmates. (d) dependencies in the school situation - What can we do? How can we help?

SUMMER SCHOOL SCHEDULE

WEEK V 9:40 a.m. - 11:50 a.m.

Possibilities

July 28 Monday	July 29 Tuesday	July 30 Wednesday	July 31 Thursday	August 1 Friday
Curriculum Objective: To introduce the participants to a Health Education Curriculum currently operating in the Nova Scotia school system. 1. Review of Friday's Events (a) visit to Camelot & Shalom (b) discussion around the classrooms and dependency problems. 2. Presentation by Richard Beazley on the Health Education program he developed.	Integration & Projects Objectives: 1. For the participants to suggest changes in the drug education unit presented yesterday. 2. To integrate the learnings, insights and experiences of the past four weeks. 1. Discussion of the Health Education Program. 2. Focus on learnings of the past four weeks. 3. Listing of items to work on the next three days.	Integration & Projects Objective: To meet the task items suggested by the class on Tuesday. 1. Review of working necessities. 2. Presentation of a suicide note followed by discussion. 3. Project work-completion of a class questionnaire.	Projects Treatment in N. S. Objective: To provide class members with information on the Commission on Drug Dependency provincial treatment programs, structure and future plans for development. 1. Introduction. 2. Flow Chart. 3. N.S.C.O.D.D. 4. Commission Structure Chart. 5. Regional Program Chart. 6. An Ideal system - John Pace. 7. Slide Show (10 minutes).	Evaluation Objective: To evaluate individuals' growth and participation in the course through self-assignment of a numerical mark out of 50. 1. Self-selection of a mark. 2. Sharing mark and rationale with other group members. 3. Distribution of "Hole in the Fence".

SUMMER SCHOOL SCHEDULE

WEEK IV 9:40 a.m. - 11:50 a.m.

Hole in the Fence

August 4 Monday	August 5 Tuesday	August 6 Wednesday	August 7 Thursday	August 8 Friday
Objective: To introduce the program and program originators to the teachers. 1. Brunch with introductions of Frank Shaw, Jack Nightscales; the evolution of "Hole in the Fence". 2. Division into three groups to discuss presentation of three stories.	Objective: To provide an opportunity to experience three methods of presentation for the "Hole in the Fence" stories. 1. Planning time followed by presentation of "Potato Falls in the Mud" followed by discussion. 2. Presentation of "Carrot Cheats" followed by discussion.	Objectives: 1. To test three stories from "Hole in the Fence" with 20 children ranging in age from 5-10 years. 2. To provide the teachers with an opportunity to present "Hole in the Fence" to elementary school students. 1. Presentation of "Hole in the Fence" to the children. 2. What general learnings have you obtained from the previous presentations?	Objectives: 1. To enable the group to suggest improvements and modifications to "Hole in the Fence". 2. To create an opportunity for suggesting methods and developments for this program at the junior and senior high levels. 1. Teachers asked to discuss the following issues: (a) What improvements would you suggest for the Teacher's Guide and Activity Guide? (b) What support material do you suggest for this age group? (c) What developments would you suggest for your age level? 2. Political and implementation considerations. 3. Observations by Frank Shaw. 4. Tasks for tomorrow.	Objectives: 1. For participants to complete the attitude questionnaire and course evaluation forms. 2. For the staff to provide and discuss marks for the class members. 1. Course marks provided and discussed. 2. Written course evaluations.

APPENDIX B

Nova Scotia Commission on Drug Dependency

Attitudes Toward Drugs and Society

IDENTIFICATION NUMBER_____

Enter the number of the card you received.

On the following questions, please circle the code that applies to you. Circle one code only unless otherwise indicated. Write in responses where codes are not provided.

I. BACKGROUND INFORMATION

1. How old are you?

1...20 or younger
2...21 - 25
3...26 - 30
4...31 - 35
5...36 - 40
6...41 - 45
7...46 - 50
8...51 - 55
9...56 or older

2. Sex 1... Male 2... Female

3. Marital Status?

1... Single
2... Married
3... Living as married, living common-law
4... Separated
5... Divorced
6... Widowed

4. How many children do you have, if any?_____

5a. What was your father's occupation when you were about sixteen years old? (IF FATHER NOT PRESENT, WHAT HAD HIS OCCUPATION BEEN?)

_____

b. What was your mother's occupation when you were about sixteen years old? (IF MOTHER NOT PRESENT, WHAT HAD HER OCCUPATION BEEN?)

_____

6. What is the highest year of education you completed?

1... High School, plus some teachers' courses
2... Teachers' College
3... Some university, no degree
4... Bachelor of Education
5... B.A. and teacher training
6... Masters' Degree
7... Other (SPECIFY)_____

7a. What is your occupation?

1... Teacher, elementary school
2... Teacher, high school
3... Vice-principal
4... Principal
5... Other position (PLEASE SPECIFY EXACTLY WHAT YOU DO) _____

_____

_____

7b. How many years have you worked in the school system?_____

8a. What grade(s) do you teach?_____

_____

8b. What ages are most of the children with whom you work? PLEASE CIRCLE AS MANY AS APPLY.

-5 6 7 8 9 10 11 12 13 14 15 16 17 18+

8c. Approximately how many students are in your school?_____

8d. What is your usual class size?_____

8e. In what size of community is your school located?

1... Less than 5000 inhabitants
2... 5,000 - 9,999
3... 10,000 - 19,999
4... 20,000 - 49,999
5... 50,000 - 99,999
6... 100,000 or more

9. Please indicate how satisfied or dissatisfied you are with the following aspects of your job:

	Very Satisfied	Fairly Satisfied	Somewhat Dissatisfied	Very Dissatisfied
The pay?	1	2	3	4
Fringe Benefits?	1	2	3	4
How interesting the work is?	1	2	3	4
Your principal or other supervisor?	1	2	3	4
Your co-workers?	1	2	3	4
Job security?	1	2	3	4
How highly people regard the job?	1	2	3	4
The amount of freedom you have?	1	2	3	4
The chance to use your abilities?	1	2	3	4
Not being under too much pressure?	1	2	3	4
Flexibility of teaching programmes?	1	2	3	4
The job as a whole?	1	2	3	4

10a. Of the following qualities, which would you consider most important in a child? (CHECK THE THREE MOST IMPORTANT ITEMS IN THE FIRST COLUMN.)

10b. Of the following qualities, which would you consider least important in a child? (CHECK THE THREE LEAST IMPORTANT ITEMS IN THE SECOND COLUMN.)

The child...	Most Important	Least Important
1... has good manners	1	1
2... tries hard to succeed	2	2
3... is honest	3	3
4... is neat and clean	4	4
5... has good sense and sound judgment	5	5
6... has self-control	6	6
7... acts like a boy (or girl) should	7	7
8... gets along well with other children	8	8
9... obeys parents well	9	9
10... is responsible	10	10
11... is considerate of others	11	11
12... is interested in how and why things happen	12	12
13... is a good student	13	13

11. The following statements deal with your beliefs, feelings and attitudes. Of course, there are no right or wrong answers. On the scale of 1 to 5, please indicate whether you:

1... agree strongly
2... agree somewhat
3... neither agree nor disagree
4... disagree somewhat
5... disagree strongly

	Agree Strongly				Disagree Strongly
1. Alcohol abuse is the most serious of our drug problems.	1	2	3	4	5
2. A fairly strict upbringing will keep a student away from using drugs.	1	2	3	4	5
3. Tranquillizers can be a great help with day-to-day problems.	1	2	3	4	5
4. Birth control pills should be freely available to teenagers, under medical supervision.	1	2	3	4	5
5. Young people should not be allowed to read books that are likely to confuse them.	1	2	3	4	5
6. It's just as important for a teacher to deal with a student's feelings as with facts.	1	2	3	4	5
7. In this complicated world, the only way to know what to do is to rely on leaders and experts.	1	2	3	4	5
8. If weight control is a real problem, it's okay to take diet pills.	1	2	3	4	5
9. Alcoholics could quit drinking if they really wanted to.	1	2	3	4	5
10. People who question the old and accepted ways of doing things usually just end up causing trouble.	1	2	3	4	5

		Agree Strongly				Disagree Strongly
11.	Students who sell even small quantities of drugs to their friends should be expelled.	1	2	3	4	5
12.	Marijuana can be safer than alcohol.	1	2	3	4	5
13.	It's okay to use drugs if the person has made a mature decision about it.	1	2	3	4	5
14.	Students who use drugs are a real discipline problem.	1	2	3	4	5
15.	Marijuana users should not get criminal records.	1	2	3	4	5
16.	It's hard to know whether drug use is right or wrong without knowing the circumstances.	1	2	3	4	5
17.	Prison is too good for sex criminals. They should be publicly whipped or worse.	1	2	3	4	5
18.	It's all right to get around the law as long as you don't actually break it.	1	2	3	4	5
19.	Education on topics like drugs should begin in the early school years.	1	2	3	4	5
20.	We should show drug users the same respect we show any other person.	1	2	3	4	5
21.	It's much safer for a teenager to have a few drinks than to smoke marijuana.	1	2	3	4	5
22.	Most people in our society use drugs of one sort or another.	1	2	3	4	5
23.	The most important thing to teach children is absolute obedience to their parents.	1	2	3	4	5
24.	Our laws on drug use are too strict and unrealistic.	1	2	3	4	5
25.	Good leaders should be strict with people under them in order to gain their respect.	1	2	3	4	5

		Agree Strongly				Disagree Strongly
26.	Putting drunks in jail is stupid and inhumane.	1	2	3	4	5
27.	For some people it's better to smoke cigarettes than to suffer from a lot of stress.	1	2	3	4	5
28.	If tranquillizers were really dangerous they wouldn't be prescribed as much.	1	2	3	4	5
29.	A tough approach to the drug-using student is needed to protect the other children.	1	2	3	4	5
30.	Heroin users should be confined in a mental institution.	1	2	3	4	5
31.	Putting people in jail is not likely to reduce the drug problem.	1	2	3	4	5
32.	You should obey your superiors whether or not you think they're right.	1	2	3	4	5
33.	A good teacher never uses corporal punishment.	1	2	3	4	5
34.	It's okay to have a few drinks when you're upset.	1	2	3	4	5
35.	Drug users tend to be lazy and irresponsible.	1	2	3	4	5
36.	It generally works out best to keep on doing things the way they have been done before.	1	2	3	4	5
37.	Most drug users should be treated in the community on an outpatient basis.	1	2	3	4	5
38.	A person who has difficulty getting to sleep from time to time should keep some sleeping pills on hand.	1	2	3	4	5
39.	One should always show respect for those in authority.	1	2	3	4	5
40.	Sometimes we all need a little "escape from reality".	1	2	3	4	5
41.	My own use of mood-altering substances or drugs is practically non-existent.	1	2	3	4	5

12a. If you knew a student who was using alcohol, would you talk to him/her about it?

1... Yes
2... No
3... It depends (PLEASE SPECIFY)_____

_____

_____

12b. If you knew a student was using alcohol would you contact any of the following people? (PLEASE CIRCLE ALL THAT APPLY)

1... School nurse
2... Guidance counsellor
3... The principal or vice-principal
4... The parents
5... The police
6... A treatment agency (SPECIFY)_____

_____

7... Other (SPECIFY)_____

_____

13a. If you knew a student was using marijuana or hashish, would you talk to him/her about it?

1... Yes
2... No
3... It depends (PLEASE SPECIFY)_____

_____

13b. If you knew a student was using marijuana or hashish, would you contact any of the following people about it? (PLEASE CIRCLE ALL THAT APPLY)

1... School nurse
2... Guidance counsellor
3... The principal or vice-principal
4... The parents
5... The police
6... A treatment agency (SPECIFY)_____

_____

7... Other (SPECIFY)_____

_____

14a. If you knew a student was using other drugs with no prescription (e.g. barbiturates, speed, hallucinogens, glue, etc.), would you talk to him/her about it?

1... Yes
2... No
3... It depends (PLEASE SPECIFY)_____

_____

14b. If you knew a student was using other drugs with no prescription, would you contact any of the following people about it? (PLEASE CIRCLE ALL THAT APPLY)

1... School nurse
2... Guidance counsellor
3... Principal or vice-principal
4... The parents
5... The police
6... A treatment agency (SPECIFY)_____

_____

7... Other (SPECIFY)_____

_____

15. Please indicate how important to you each of the reasons below for taking this course are to you.

	Very Important	Fairly Important	Somewhat Important	Not at all Important
Interest in drugs + users	1	2	3	4
Contact with drug use in students	1	2	3	4
Contact with drug use in others	1	2	3	4
Need to improve professional qualifications	1	2	3	4
Desire to help those with drug problems	1	2	3	4
Other courses were filled	1	2	3	4
Less work expected here	1	2	3	4
Want better understanding of social problems	1	2	3	4
Heard about course from others	1	2	3	4
Want to understand teachers' role better	1	2	3	4
Want to understand myself better	1	2	3	4

16. Have you ever provided drug education to students?

1... Yes
2... No, but would like to
3... No, and wouldn't like direct involvement

17. How well does each of the following learning situations help you to learn?

	Very Helpful	In Between	Not Helpful
Structured group discussion	1	2	3
Unstructured group discussion	1	2	3
Lectures	1	2	3
Independent reading	1	2	3
Field trips	1	2	3
Audio-visual material	1	2	3
Writing essays	1	2	3
Writing exams	1	2	3

18. What are your main goals in taking this course?

APPENDIX C

Course Requirements and Grading

Evaluation and grading for the summer school will be composed of two parts:

(1) 50% on self-assessment

The student will assign himself/herself a mark based on individual reading, class participation and personal change. This mark must be discussed with and verified by another class participant in whom they place their trust. Discussion should centre around why that particular mark has been chosen.

(2) 50% on written assignments and staff assessments

Two papers of 1500 words or four of 500 words will be required over the six week period. These papers must centre on the learnings of the Friday sessions during weeks 2, 3, 4 and 5 of the course. Focus is on how to apply the Friday events to your life and specifically your work. Verbal presentations may be held in lieu of the written assignment.

There is an option to rewrite papers on weeks 2, 3 and 4 until they are satisfactory to either staff and/or the student.

One book (article) review is required from the Library Resource List.

Again these reports must include learnings and how they might be applied to your life and work.